DOCUMENT RESUME

ED 052 394 AA 000 715

TITLE	ESEA Title III Projects: An Inventory of Projects To Advance Creativity in Education.
INSTITUTION	Delaware State Dept. of Public Instruction, Dover.
PUB DATE	71
NOTE	44p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Catalogs, *Creativity, *Projects
IDENTIFIERS	Delaware, *Elementary Secondary Education Act Title III, ESEA Title III

ABSTRACT

This inventory describes federally aided projects in the state of Delaware involved with innovative educational change and funded by ESEA Title III. Of the 28 projects abstracted, 15 are current and 13 have been terminated. The projects extend as far back as FY 1967. Subject matter of the projects ranges across many areas, including the following: science, language arts, mathematics, social studies, health, performing arts, reading, driver education, and special education. A map of Delaware school districts is included. (CK)

ED 052 394

Title III
BESE

ESEA TITLE III PROJECTS

An Inventory of Projects to Advance Creativity in Education

State Department of Public Instruction
Dover, Delaware 19901 Spring, 1971

AA 000 715

STATE BOARD OF EDUCATION

Mr. Robert H. McBride, President

Mrs. Elise Grossman, Vice-President

Mr. Joseph J. Crowley

Dr. William E. Spence

Mr. Clyde Bishop

Mr. Richard M. Farmer

Dr. Luna I. Mishoe, Ex Officio

Dr. Edward A. Trabant, Ex Officio

Dr. Kenneth C. Madden,
Executive Secretary and
State Superintendent

.....

ESEA TITLE III STATE ADVISORY COUNCIL MEMBERS

Dr. M. Milford Caldwell
Professor of Education
Delaware State College

Mr. Jack H. Caum (Chairman)
Director of Curriculum
Conrad Area School District

Rev. Howard T. Clark
Superintendent
Department of Education
Diocese of Wilmington

Mr. Robert Fisher (Vice-Chairman)
Assistant Superintendent
Marshallton-McKean School District

Mr. Richard French
Supervisor of Special
Services and Programs
New Castle-Gunning Bedford
School District

Mrs. C. Douglas Buck, Jr.
Cultural Interest

Mr. Lorin Hunt
Office of Economic Opportunity
Wilmington

Mr. James Kerr
Principal
Lulu M. Ross School
Milford School District

Dr. Billy Ross
Associate Dean College of Education
University of Delaware

Mr. Frederick D. Thomas
Principal
Henlopen School District

Mr. Paul G. Stitik
Executive Secretary
Coordinator
ESEA Title III

Dr. Kenneth C. Madden
Ex Officio

ESEA TITLE III PROJECTS

An Inventory of Projects To Advance Creativity In Education

Dr. Kenneth C. Madden
State Superintendent

Dr. Paul M. Hodgson
Assistant Superintendent
Instructional Services

Dr. Randall L. Broyles
Director of Secondary Education

Mr. Paul G. Stitik
Coordinator of ESEA Title III

Mr. John S. Watson
Supervisor of Planning

Mr. Robert A. H. Fraser
Supervisor of Evaluation
and Dissemination

Title III Elementary and
Secondary Education Act

State Department of Public Instruction

Dover, Delaware 19901

1971

FOREWORD

This booklet of ESEA Title III Projects features federally aided projects involved with innovative educational change. Each of the programs described has called for the courage of enterprise to depart from traditional school offerings. Objectives or goals are identified. Time spans more than half a decade since the birth of the Elementary and Secondary Education Act in 1965. This inventory gives us a chance to take stock of ourselves, gain perspective, and look to another year, another five years in 1976, and another decade.

Given the development capital, accountability is especially important in evaluating experimental programs. Do the results justify the costs involved? If so, the success of an innovative idea or exemplary program is its ability to multiply its effectiveness.

Communication is basic to the acceptance of change, not only in the educational community but in each school community of our state. If, in reading the following pages, you see a possible answer to one of your own educational needs, you are urged to contact, visit and communicate with the educator involved. If you feel you have a promising program, please share your experiences with us.

Kenneth C. Madden
State Superintendent
of Public Instruction
May, 1971

TABLE OF CONTENTS

Introduction

"Inventory of Work in Process"
"Map of Delaware School Districts"

I Curriculum

"Open Access in The Middle School," Newark 1

II Guidance and Science

"Occupational Science Program," Appoquinimink 2

III Health

"Effective Living," Alexis I duPont 3

IV Language Arts

"Reading Teaching Training Centers," Seaford 4

V Mathematics

"Activity-Centered Math Program," Caesar Rodney 5
"Mathematics Inquiry in The Conrad Area," Conrad 6

VI Science

"Environmental Laboratory," New Castle-Gunning Bedford 7
"The Sea Beside Us," Milford 8

VII Social Studies and Science

"Mobile Teacher," Indian River 9

VIII Social Studies

"Decision Making Through Inquiry," Mt. Pleasant 10
"Visual Imagery," Wilmington 11

IX Special Education and "Regular" Classes

"Behavior Modification," Claymont 12

X Special Education

"Experimental Educational Environment," Newark 13
"Modified Staffing Pattern in Education (Hard of hearing)" . . . 14
"Normalization in Special Education," Marshallton-McKean 15

XI Terminated Projects

"A New Design for Secondary Education,"
Stanton, (curriculum innovations) 16

"Diamond North,"
Wilmington, (curriculum materials resource center) 17

"Driver Education Simulators,"
Sussex County Vocational Technical Center 18

"Eclectic Reading,"
Stanton 19

"Educational Development Through Technology,"
Capital (Dover custody) 20

"Introduction to Work Careers,"
Wilmington 21

"Keyboard Experiences,"
Stanton 22

"Mobilizing School and Community Resources,"
Marshallton-McKean 23

"Outdoor Laboratory,"
Newark, (science) 24

"Performing Arts,"
Capital (Dover custody) 25

"Pilot Nature Center,"
Woodbridge (science) 26

"Project Child,"
Alfred I. duPont (learning disabilities) 27

"Sequences of Success,"
Newark (curriculum) 28

INTRODUCTION

The purpose of ESEA Title III, as set forth in the Pace Manual, is:

> to develop imaginative solutions to educational problems; to more effectively utilize research findings; and to create, design, and make intelligent use of supplementary centers and services. Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs. Therefore, Title III seeks to:
>
> 1. Encourage the development of innovations;
> 2. Demonstrate worthwhile innovations in educational practice through exemplary programs; and
> 3. Supplement existing programs and facilities.

Local educational agencies have an opportunity to develop programs which:

1. Invent a creative solution to a problem;
2. Demonstrate an exemplary program which might be suitable for widespread use; or
3. Adapt an exemplary program to local requirements and organize its incorporation into the educational program.*

---

* A Manual for Project Applicants and Grantees, Title III Elementary Secondary Education Act, Revised May 1967.

ESEA TITLE III PROJECTS

"Inventory of Work in Process"

The purpose of this report is to take stock of project work in process from the dissemination point of view.

Given agreement with the goal of this work to increase the productivity of general education, applied research and development are the means. Dissemination is the communication function of both, means and end.

More specifically, this inventory identifies Delaware innovative and exemplary projects, as defined by E.S.E.A. Title III. The national inventory system is known as ERIC, Educational Resource Information Center, an annual compilation, available in printed form and in micro-fiche.

Library retrieval of micro-fiche print-outs is a State Department of Public Instruction dissemination function to prove of increasing value as more national resources are allocated to research and development at all levels. Cost benefit analysis with the introduction of the economies of scale in this effort have begun to yield increasing returns. By implementation of the systems approach to program planning, budget and evaluation, students will ultimately reap the benefits.

Rigorous research in the disciplines and in interdisciplinary problem solving at university, college, and/or corporate level is increasingly productive of findings with implications for public and private schools. Delaware has several examples of projects that qualify as partnership enterprises of the United States Office of Education, State Department of Public Instruction, the twenty-six school systems, University of Delaware, Delaware State College, Delaware Technical and Community College, and other public and private institutions.

An atmosphere of trust, mutual professional respect, and increasing community acceptance in this sense of enterprise is gathering momentum in projects of "The Sea Beside Us" at Milford; "Reading Teaching Training Centers" in Seaford; special education and curriculum development in Newark's "Experimental Educational Environment" and "Open Access in the Middle School;" Marshallton-McKean's "Normalization in Special Education;" and classes in "Behavior Modification," Claymont School District. Video tapes and slides lend documentation to dissemination of these projects. 1/

Working with consultants from the University of Delaware, and hopefully more with Delaware State College in the future, are: Mt. Pleasant's cooperative project with Lake Forest, "Decision Making Through Inquiry;" and the newly installed projects of "Visual Imagery" in Wilmington and Appoquinimink's "A Pilot Program in Occupational Science." Newspaper feature articles, slides and/or films document dissemination of these projects.2/

Marching to many drum beats of breakthroughs in mathematics, this discipline is reaching out to import from nation-wide research and indeed, international theory of the activity-centered programs in England; witness Caesar Rodney's "Activity-Centered Math Program" highlighted at a parents' program recently in the Delaware State News; and "Mathematics in the Conrad Area," a project which marshalled the resources of the Delaware Council of Teachers of Mathematics to disseminate state-wide. 3/

In the areas of health, science and social studies, problems are being explored in "Effective Living," the "Environmental Laboratory," and by virtue of the "Mobile Teacher" in Alexis I. duPont, New Castle-Gunning Bedford, and Indian River, respectively. Teacher-student guides in printed and audio-visual form lend dissemination to these projects. 4/

Basic to learning is the sense of hearing. Persevering to assist the hard of hearing child is the Sterck School with "Modified Staffing for Education of the Deaf." Efforts to develop empathy and understanding among children and adults alike, is the challenge of dissemination here.5/

Abstracts of these fifteen (15) current projects with thirteen (13) terminated projects are published in this booklet, ESEA Title III Projects, references to the former are illustrative, only, and are not intended to be all-inclusive.

"'Inventory of Work in Process'
...from the dissemination point of view"

References

1/ Video Tapes (printed scripts and slides in process*): -

-"The Sea Beside Us," Milford School District and Delaware SDPI Educational Television Division, (30 min., 1" & ½"), June, 1970.
-"To Catch a Moonbeam," Marshallton-McKean (University of Delaware, "Experimental Educational Environment a/," adapted by "Normalization in Special Education a-1/"), WHYY-ETV #12 produced and copied by University of Delaware Instructional Resource Center (25 min., ½"), January, 1971.
-"Open Access in the Middle School," Newark and Wilmer E. Shue Middle School, Teachers Audio Visual Center, (30 min., ½"), February, 1971.
-"Decision Making Through Inquiry," Mt. Pleasant b/, WHYY-ETV #12 produced and duplicated (12 min., ½" and 16 mm. copy, B. & W.,) "Henry Clay Day at Hagley," May, 1970.
*"A Dissemination Center for Training Teachers (Reading)," Seaford serving other Sussex County systems.
*"Behavior Modification," Claymont, Adapted a-2/ Visual-matic for project visitor orientation.

2/ Feature articles and photos (films and/or slides in process*): -

-"Kids Taught to 'Look it Up' in Elementary Inquiry Project," Lake Forest - Mt. Pleasant (project custody b/) Delaware State News, March 3, 1971, Page 9.
*"Visual Imagery," Wilmington, Sarah W. Pyle Elementary School, motion picture films planned.
-"A Pilot Program in Occupational Science," Appoquinimink, photographs of programmed learning taken by SDPI Audio Visual Aids Office.
-"New Math Program Fascinates Parents," Caesar Rodney, Delaware State News, a weekly supplement, cover page, March 17, 1971.

3/ Professional association dissemination (articles and abstracts): -

-"The Activity-Centered Classroom," Delaware Council of Teachers of Mathematics, Annual Fall Conference Theme, Newark (Christiana High School), October 30, 1970.
-"ESEA Title III Project Descriptions," Delaware Association for Supervision and Curriculum Development Annual Meeting, project directors as panelists and resource people, linkage of video tapes, 16 mm motion pictures, color slides, and audio cassette tape plus abstracts, University of Delaware, April 2, 1971.

4/ Printed guides and mini-video and/or audio in process: -

-"Effective Living," Alexis I. duPont, multi-media supplements to teacher and student guides, including use of single concept films (e.g. circulatory system - 5 min.)
-"Environmental Laboratory," New Castle-Gunning Bedford, linkage of field visits to printed guides on ecology and ecosystems related to the immediate and broader environment for teachers, students and community.
-"Mobile Teacher," Indian River, exploring possibilities of micro-instructional video tapes in science and social studies learning units.

5/ Transparencies, audiometric devices and tapes: -

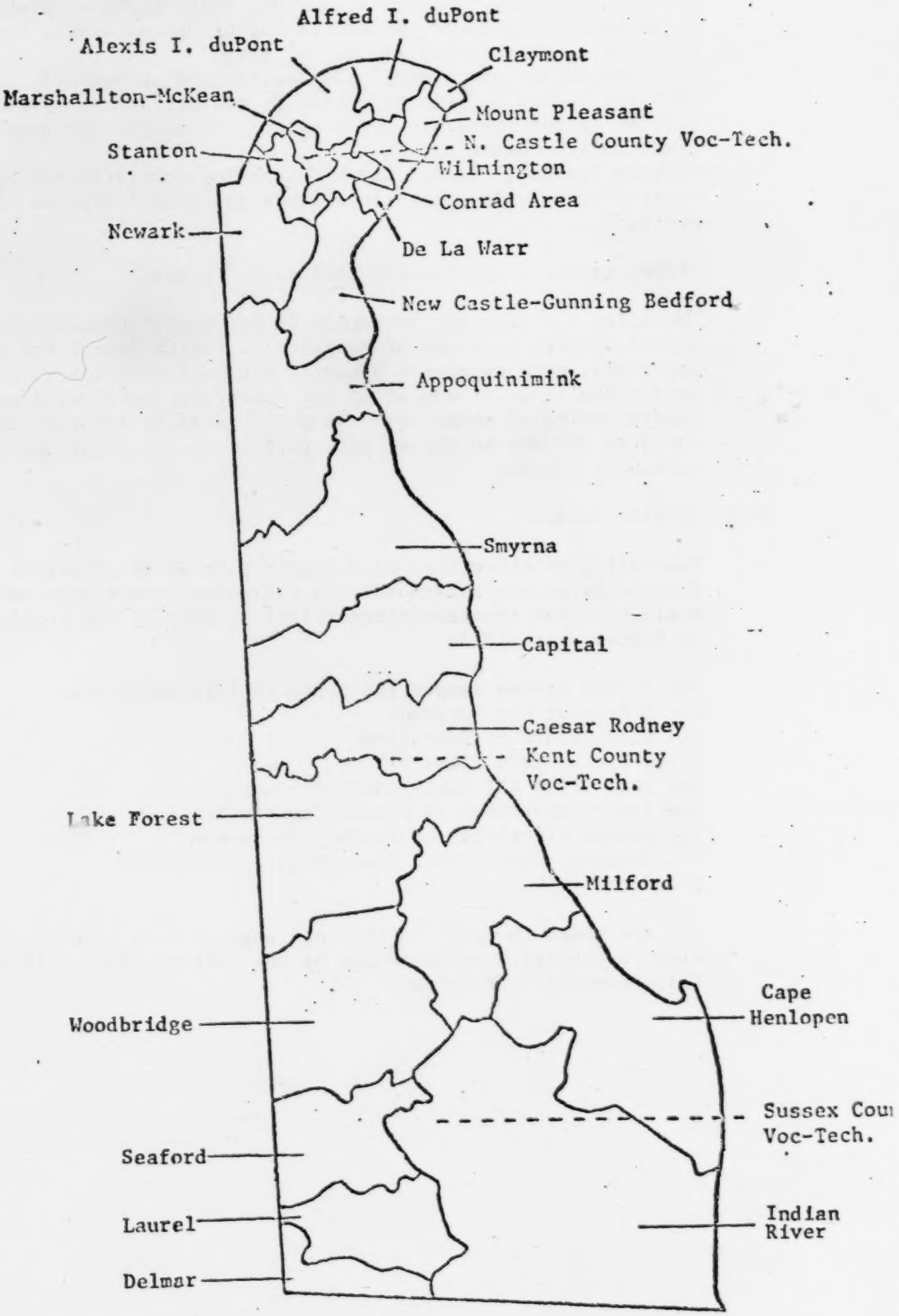
"Modified Staffing for Education of the Deaf," Delaware State School, Newark (custody of Margaret S. Sterck School for Hearing Impaired), professionally prepared audio-visual aids to demonstrate unique challenge of education for leadership to develop empathy and understanding of these boys and girls, aids to identify those children who may be phased into part or the total of their own community school.

NOTE: On-site visits

Basically, no other form of dissemination is as effective as face-to-face communication. The following groups have had or shall have had representatives visit on-site by the conclusion of fiscal year, 1971:

The United States Senate and House of Representatives
The Office of the Governor
The State Board of Education
The U.S.O.E. ESEA Title III
The ESEA Title III State Advisory Council
The State Department of Public Instruction
The School Districts and Project Directors
The Parents, Custodians, Graduates, and Students
The Community

You are asked to refer to the last page of this booklet should you wish to arrange a visit to any of the fifteen (15) current or thirteen (13) terminated projects.


Alfred I. duPont
Alexis I. duPont
Claymont
Marshallton-McKean
Mount Pleasant
N. Castle County Voc-Tech.
Stanton
Wilmington
Conrad Area
Newark
De La Warr
New Castle-Gunning Bedford
Appoquinimink
Smyrna
Capital
Caesar Rodney
Kent County
Voc-Tech.
Lake Forest
Milford
Cape
Henlopen
Woodbridge
Sussex Cou
Voc-Tech.
Seaford
Laurel
Indian
River
Delmar

Newark School District

OPEN ACCESS SCHOOL IN SERVICENTER (OASIS)

SUPERINTENDENT
Dr. George V. Kirk
Newark School District
83 East Main Street
Newark, Delaware

PROJECT DIRECTOR
Mr. Hellmut F. Bab
Phone: 731-2169

PROJECT COORDINATOR
Mr. Daniel French
Phone: 737-8568

PROJECT AREA
Newark School District

OBJECTIVES
To develop student centered activities including short term electives.
To offer experience to teachers in a teaching team (organization.)
To assist teachers in creating visuals for their classroom.

ACTIVITIES
A curriculum has been developed to give students OPEN ACCESS to short-term electives in various areas of study.
A Teachers' Visual Aid Center (TVAC) has been established at the Shue site.

PROJECT PERSONNEL
Project Coordinator
Two Teachers
Five Teacher Aides
Two T.V.A.C. Technicians

ESEA TITLE III GRANTS
fy70 - $123,286.00
fy71 - 59,998.00

The OASIS program at the Wilmer E. Shue Middle School is providing a curriculum in which students (830) select activities in the area of expressive arts (art, home economics, industrial education, music, physical education, and other areas of the curriculum) for seven weeks; the school year is divided into five such cycles.

The internal organization consists of an interdisciplinary team of teachers which works with a group of youngsters and has common planning time. The team also has full autonomy for classroom grouping and scheduling with the exception of the expressive arts time allocation, foreign language time, and lunch.

While some students are taking a selected foreign language (French and/or Spanish), the team of teachers develops electives for the remaining students which can either be an extension of the base subject or another project of student or teacher interest.

A Teachers' Visual Aid Center (TVAC) has been established to assist teachers in the production of classroom materials using multi-media resources.

Dissemination of the OASIS concepts has been ongoing and has been implemented in schools throughout the district and state. Visitors are welcome to the Shue site.

Appoquinimink District

OCCUPATIONAL SCIENCE PROGRAM

SUPERINTENDENT
Mr. William B. Keene
Appoquinimink District
P.O. Box 306, Main St.
Odessa, Dela. 19730

PROJECT DIRECTOR
Mrs. Jacqueline W. Root
Phone: 302-378-2712

PROJECT AREA
Middletown High School
Appoquinimink District

OBJECTIVES
To develop job-entry skills.
To teach basic science.

ACTIVITIES
Vocationally oriented trailer classroom with an emphasis on individualized instruction.

PROJECT PERSONNEL
Project Director
Secretary

ESEA TITLE III GRANTS
fy71 - $25,000

The Occupational Science Project copes with several district problems: dropout rate, job-holding inability of graduates, and inadequate scientific knowledge of non-academic students. With personnel, time and space limited by finances, the district adopts this approach to develop job-entry skills and to teach basic science. The total number of students to participate is 75.

An attractive, carpeted 24' x 40' trailer is fitted as a learning environment. Included are two in-the-round work centers; individual desks, blackboards and bulletin boards. At one end is an arm-chaired R-E area: to students, a Relax and Enjoy place to use earned credits for whatever they want to do; to ed-psychologists, the Reinforcement-Event heart of the project's contingency management (behavior modification). The other end of the room, behind a divider-display area, houses carrels for individual learning. Single-concept kits, some being made in teacher workshops, are coded for student use. Course requirements specify a minimum number of science and arithmetic kits. Each box includes work directions; equipment (where necessary student trades discs for the designated tape recorder, filmstrip viewer, etc.); and evaluative activities.

Basic to learning activities and evaluation are visits from industry representatives, and field trips to local companies and educational facilities; the latter are for those who may become motivated to specific training. Evaluation of both the randomly-selected class and control group will include testing for improvement in science knowledge, manipulative skills, self-concept and attitudes; the latter two will be interpreted as job-entry and job-holding skills. There is implicit expectation that all students are expected to succeed.

Alexis I. duPont School District

EFFECTIVE LIVING

SUPERINTENDENT
Dr. Thomas W. Howie
Alexis I. duPont
School District
Hillside Road
Greenville, Delaware

PROJECT DIRECTOR
Mr. Sidney B. Collison
Phone: 654-9918

PROJECT AREA
Greenville Elementary
School

OBJECTIVES
To present the human body as dynamic and exciting.
To provide information as an aid to individual decision making.

ACTIVITIES
All units are designed for pupil involvement in diverse activities.

PROJECT PERSONNEL
Director
Teachers
(Local Support)

ESEA TITLE III SUPPORT
fy71 - $9,400.00

The Effective Living Project has developed and is piloting units in health education, K-7. These units are designed for student involvement.

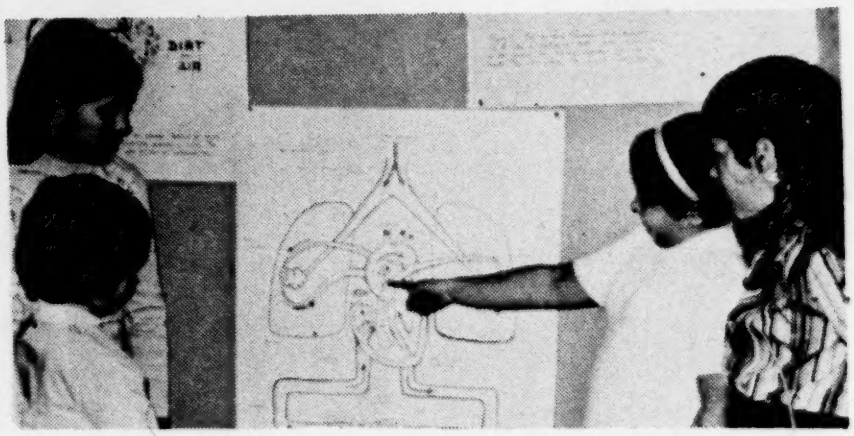
The overall objectives include an in-depth study of human physiology as an aid to individual decision making. Portable kits have been developed for each unit. The goal is to implement the program into all classrooms.

Participating teachers are keeping all staff members informed of the project. Their enthusiasm is providing the impetus for a more rapid implementation than was anticipated.

The units and description of classroom kits will be available in the immediate future. Guides have been constructed by teachers, with the assistance of librarians and other specialists, to lend direction to student inquiry, study and discovery of concepts and principles, and application of these principles to effective living.

Sequences of units through elementary grades are: first grade, "teeth;" second grade, "skin;" third grade, "circulatory system;" fourth grade, "digestion and nutrition;" fifth grade, "respiration (smoking);" and sixth grade, "nervous system (drugs)."

Tentative steps have been taken to extend to the secondary levels, grades 7-12, with the eventual district goal of health program implementation, K-12, for 1,020 pupils in public and private schools. Plans including making a limited number of guides available soon, 1-6.



Seaford School District

READING TEACHING TRAINING CENTERS

SUPERINTENDENT
Mr. William W. Long
Seaford School District
Delaware Place
Seaford, Delaware 19973

PROJECT DIRECTOR
Mr. Joseph J. Feichtl
Phone: 629-9412

PROJECT AREA
Seaford (Sponsor)
Cape Henlopen
Indian River
Milford, Delaware

OBJECTIVES
To train teachers in reading teaching skills.
To prepare and disseminate information on the program.

ACTIVITIES
Summer Training Program
Trainee follow-up during the year.

PROJECT PERSONNEL
Project Director
Secretary
Summers only:
  Demonstration Teachers
  Trainee Teachers

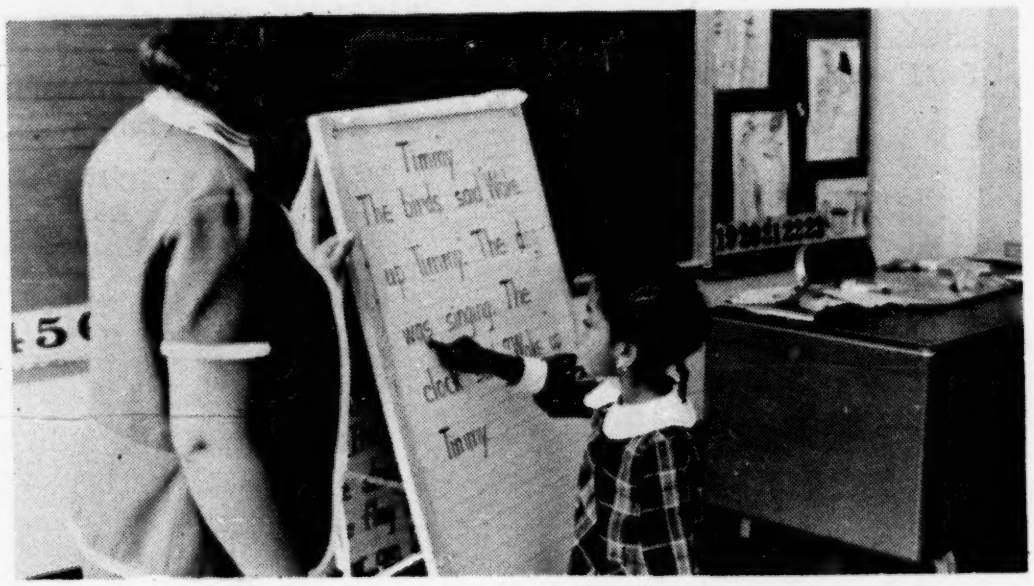
ESEA TITLE III GRANTS
fy70 - $30,000
fy71 - $45,000

The Reading Teaching Training Centers are established in selected schools in four districts in Sussex County. Each center has at least one training team composed of a highly skilled demonstration teacher, two "trainee" teachers, and a regular class of 25 pupils. Materials written especially for this program, on the various parts of the language experience approach to reading instruction, serve as guides for the training program. The total number of teacher-student participants, grades 1-5, is 200.

In the six-week summer program, each trainee serves as an aide, a co-teacher, and finally as the main teacher while under the supervision of the demonstration teacher. During the following school year the trainee, in addition to the local school personnel, have the reading consulting services of the project director.

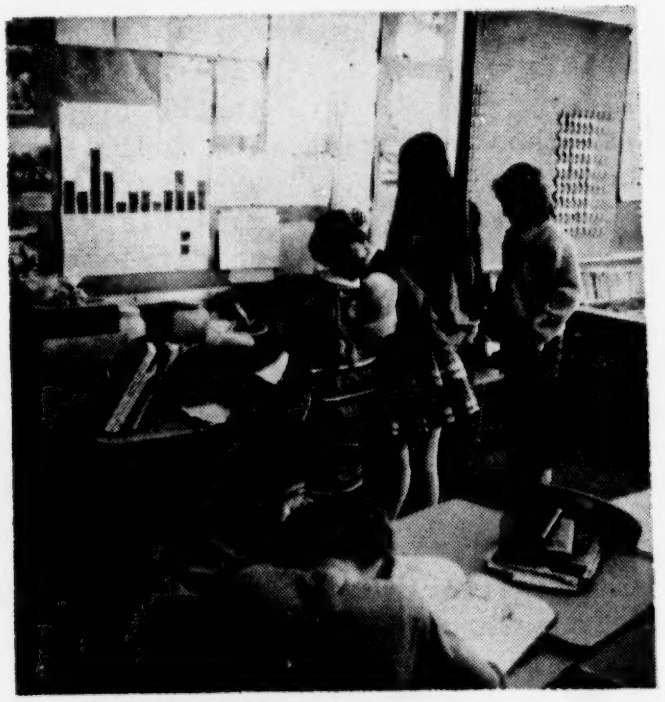
The first training program dealt with initial reading instruction. The succeeding summer programs will emphasize reading teaching skills and techniques needed at grade levels two and three and at four and five.

The structured and purposeful teacher experiences of this project, have shown to be highly effective, not only in initiating new reading teaching methods for beginning teachers, but also in changing the methods and attitudes of teachers with extended periods of service.



Caesar Rodney School District

ACTIVITY-CENTERED MATH PROGRAM



SUPERINTENDENT
Dr. Warren T. White
Caesar Rodney School
District
Old North Road
Camden, Delaware

PROJECT DIRECTOR
Mr. William J. Geppert
Phone: 697-2173

PROJECT AREA
Caesar Rodney School
District

OBJECTIVES
To increase opportunities for students to discover the order, patterns and relations which are the very essence of mathematics.
To improve problem solving skills.

ACTIVITIES
K-4 Math Program with lab activities integrated with basal text to present a balanced program.

PROJECT PERSONNEL
Project Director
Secretary
17 Teachers (K-4)

ESEA TITLE III GRANTS
fy71 - $16,000

The activity learning approach to mathematics fosters the discovery approach. The framework of the project is mainly in the form of activities from which children can make discoveries to increase their understanding of the subject. Total number of participants, K-6, are 780.

In this project the teacher is arranging and organizing a classroom to make it an exciting environment, with the freedom to move about, experiment and share activities. The project emphasizes the use of manipulative devices, mathematical games and activity cards all geared to the individual needs of the child. Throughout the project, a plea is made for the close association of mathematics with the interests of particular children in their environment.

In their activities the youngsters weigh and measure, draw and color, cut and paste, plan and build. Project work may take the children outside the classroom and even into the playground.

The teachers in the project have had numerous workshops in the program.

It is hoped that through these experiences, a balanced program can be achieved.

Conrad Area School District

MATHEMATICS INQUIRY IN THE CONRAD AREA

SUPERINTENDENT
Mr. Leon Elder
Conrad Area School District
99 Middleboro Road
Wilmington, Delaware

PROJECT DIRECTOR
Dr. Richard R. Koch
Phone: 998-0107

PROJECT AREA
Conrad Area School District

OBJECTIVES
To strengthen instructional techniques in mathematics

ACTIVITIES
Classroom instruction:
- Small groups
- Listening stations
- Open-ended units
- Manipulative materials
- Remediation

PROJECT PERSONNEL
Project Director
Secretary
Aide

ESEA TITLE III GRANTS
fy71 - $40,000

MICA is aimed at strengthening mathematics instruction through encouraging small group and individualized instruction and through use of a variety of materials that are used or manipulated by the children. The total number of participants, K-12, served by this project is 675.

By use of listening stations children have the opportunity to obtain drill and reinforcement without utilizing the time of the rest of the class. Through listening stations, independently directed activity cards or other instructional aids, students can receive either remedial attention or enrichment activities.

Various games allow students to receive appropriate reinforcement in a more positive teaching situation.

Through use of hands-on devices such as abaci, Cuisenaire rods, or multi-base blocks, students are able to develop concepts of place value, "carrying", or "borrowing", used in addition or subtraction. Classification with sets of objects becomes more meaningful when using attribute blocks. Perceptual abilities and recognition of figures in many positions are strengthened through use of tangrams and geoboards.

Students are expected to demonstrate improved attitudes toward mathematics; improved perceptual abilities, especially using figures in various orientations; improved creativity; and improved achievement.

New Castle-Gunning Bedford School District

ENVIRONMENTAL LABORATORY

SUPERINTENDENT
Mr. Joseph R. Kleckner
New Castle-Gunning Bedford
Blout Road
New Castle, Dela. 19720

PROJECT DIRECTOR
Mr. Hess G. Wilson
Phone: 328-7572

PROJECT AREA
On school district property located in the rear of the Gunning Bedford High School

OBJECTIVES
To increase awareness, stimulate interest and motivate students, teachers and parents to be concerned with their environment.

ACTIVITIES
Outdoor classroom participation.

PROJECT PERSONNEL
Dr. Jay L. Harmic
Laboratory Coordinator

ESEA TITLE III GRANTS
fy71 - $17,000

The environmental laboratory is a site of 63 acres consisting of 40 acres of grassland, 11 acres of woodland and 12 acres of imponded marsh. The many and varied features of the area provide an outdoor classroom situation in which the study of, and the impact of, our environment can be used to supplement classroom work and to provide nature facilities, not available inside. The studies encompass all subject areas and all grades as well as adult groups. The total number of participants in public and private schools to be served is 8,300.

The relationship of man and his environment and the interdependencies of all organisms with their environment and with each other are studies by seeing, hearing, touching, smelling and tasting.

Development of the site was carried out in cooperation with State and Federal Conservation agencies and the Gunning Bedford High School. Curriculum guides for all grades have been developed. Illustrated lectures have been presented to teachers, principals, the Board of Education, and civic clubs. Lectures are presented to classes during the winter.

Guided, instructionally oriented field trips are conducted during suitable weather. Trips are for half a day. Assistance is given for recommended pre-trip and post-trip activities.

The basic ecological concepts can be developed in students and adults by participation with the features of a relatively unspoiled area. By doing, the student learns. He will have a better understanding of ecology which will enable him to contribute to the total environmental movements.

Milford School District

THE SEA BESIDE US

SUPERINTENDENT
Dr. Charles A. McLaughlin
Milford School District
906 Lakeview Avenue
Milford, Dela. 19963

PROJECT DIRECTOR
Miss Maura Geens
Phone: 422-6436

PROJECT AREA
State of Delaware

OBJECTIVES
To enable students to identify & explain seashore phenomena.
To increase perception of the value of marine and shore organisms, including so-called trash species
To increase the interest of Del. students in observing, working with, and learning about marine organisms & ecosystems.
To increase the marine biology background of talented high school students in Del.
To increase the number of nature and conservation-oriented field trips initiated by Delaware teachers.

ACTIVITIES
Demonstration lectures in biology
Spring & fall water work
Marine biology summer school
Winter beach-grass planting
Operation of a library

PROJECT PERSONNEL
Project Director
Assistant/Teacher
Secretary

ESEA TITLE III GRANTS

fy69 (5 months)	$33,990
fy70	40,000
fy71	44,000

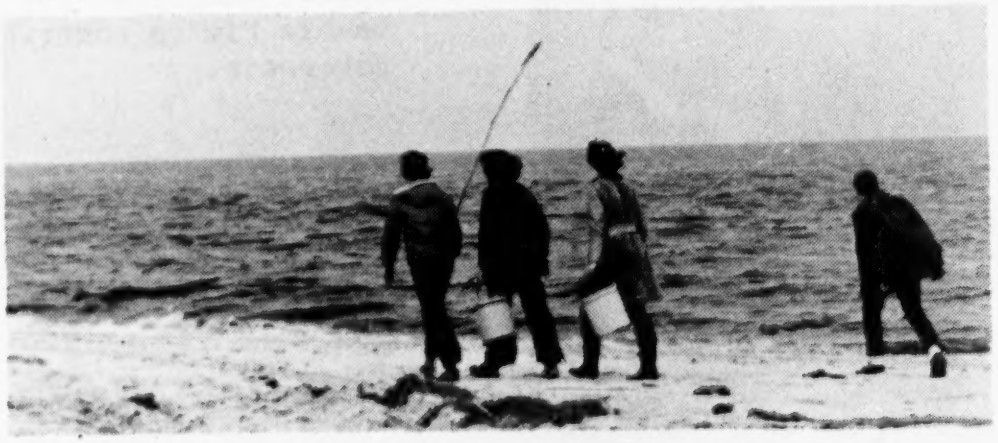
The Sea Beside Us is a marine biology education program. Its base of operation is a large classroom in Milford Middle School, equipped with two 100-gallon salt water aquaria stocked with examples of marine life from Delaware and Rehoboth Bays.

This room may be visited by any class, K-12, in Delaware. Total participation of public and nonpublic school students could conceivably be 151,349. After a "tour" of the aquaria, visiting classes are given a demonstration lecture, explaining some of the common Delaware seashore phenomena.

In warm weather, classes are met at the beach by a field trip director from The Sea Beside Us and five complete sets of sampling equipment for each class of 30 students. The students are organized into five teams and given some instruction on sampling methods. Their goal is to observe as many different kinds of plants and animals as possible: the greater the variety that exists in an area, the greater the stability of the food web there.

The summer school program is open to 80 students 7-12, selected from nominations by school districts for intensive work in marine biology. Two one-week programs are conducted for students in grades 7-9, and two two-week programs for students in grades 10-12. The students are housed at barracks in Henlopen State Park, fed at the Beebe Hospital cafeteria, and taught in a section of the University of Delaware Henlopen Laboratory when they are not working in the field.

A cassette-tape and slide presentation and accompanying printed script are available.



Indian River School District

MOBILE TEACHER

SUPERINTENDENT
Mr. James Proudfoot
Indian River School
District
Route 2, Box 236
Frankford, Dela., 19945

PROJECT DIRECTOR
Mr. Edward Burton
Phone: 436-8279

PROJECT AREA
Indian River School
District

OBJECTIVES
To improve scores on standardized tests in science and social studies.
To improve student skills with a variety of teaching techniques.

ACTIVITIES
Specialization in areas of science and social studies.

PROJECT PERSONNEL
Project Director
Eight teachers

ESEA TITLE III GRANTS
fy71 - $13,000

The Mobile Teacher Project is a unique staffing and funding pattern for improving the social studies and science curricula in the late elementary and junior high programs. The procedures and activities selected for achieving the stated objectives are built around the concept of rotating.

Specialization is made possible by rotation with sixth grade teachers of science and social studies in the four elementary schools of the Indian River District for 600 pupils.

An intensive inservice program is planned for the summer of 1971. This session will be conducted by State and Local Supervisors.

Field trips to the NASA Installation at Wallops Island, Virginia, and to the University Museum in Philadelphia have been made.

Program planning has been paid for totally out of District Funds. Title III funds have purchased materials and equipment and paid for inservice salaries and teacher mileage.

Mount Pleasant School District

DECISION MAKING THROUGH INQUIRY

SUPERINTENDENT
Dr. Jack V. Irion
Mount Pleasant School District
Washington St. Ext. & Marsh Road

PROJECT DIRECTOR
Mrs. Lucille Sherman
Phone: 762-6110

PROJECT AREA
Mount Pleasant School District with cooperation and participation of the Lake Forest School District

OBJECTIVE
To stimulate social studies teachers and students to the inquiry method of study and learning.

ACTIVITIES
On-site and in-class examinations of artifacts with varied planned demonstrations and personal experience sessions.

PROJECT PERSONNEL
Project Director
Assistant Project Director

ESEA TITLE III GRANTS
fy70-71 - $30,000

Identifying, analyzing, and interpreting are student learning activities as a result of teacher training in the "Decision Making Through Inquiry" social studies program. Once students have acquired the basics for decision making, they should become better citizens.

Grant funds have been spent primarily in obtaining teachers' released time for workshops in the inquiry method and for the assembly of multi-culture artifact collections.

With the splendid cooperation of the staff of the Eleutherian Mills - Hagley Foundation, the Historical Society of Delaware, and the University of Delaware, our students use artifacts to develop, analyze and interpret data. The life-styles of man in other cultures and in centuries past become real and meaningful.

We feel that this approach to learning is part of the process of social studies development and revision in the Mount Pleasant District, K-12. With cooperation and participation of the Lake Forest School District and private schools, the total participants are 3,725.

Wilmington School District

VISUAL IMAGERY: A MEANS FOR IMPROVING SELF-CONCEPT

SUPERINTENDENT
Dr. Gene Giesert
Wilmington School District
1400 Washington Street
Wilmington, Delaware

PROJECT DIRECTOR
Mr. Major T. Hairston
Phone: 654-3181 Ext. 426

PROJECT AREA
Wilmington School District

OBJECTIVES
To improve self-concept.
To increase co-operative behavior.
To increase communication skills.

ACTIVITIES
Film Making

PROJECT PERSONNEL
Project Director
Project Co-ordinator
Clerk-typist
Psychologist

ESEA TITLE III GRANTS
fy71 - $19,500

The Visual Imagery project at the Sarah Webb Pyle School is an innovative program which uses the forceful art of film-making to improve the self-concept of culturally disadvantaged fourth- and fifth-grade students (152). An outstanding feature of the project is its built-in provisions for group guidance.

The totality of this many-faceted, multi-sensory art covers almost every school discipline. Students use the film media to examine, study, depict, evaluate and share cultural experiences. This dynamic approach is an excellent vehicle for promoting self-acceptance, self-motivation and achievement.

Role playing, creative expression, technical knowledge and group guidance constitute the basic approaches for achieving the project's objectives. Experimental and control groups, school attendance averages, achievement test scores, personality inventory scores, and student check lists will be used to measure and evaluate students' self-concept improvement.

Dissemination of project information is available through the ESEA Title III Office, Department of Public Instruction, Dover, Delaware 19901.

Claymont School District

BEHAVIOR MODIFICATION PROJECT

SUPERINTENDENT
Dr. Frank J. Furgele
Claymont School District
Green Street
Claymont, Delaware

PROJECT DIRECTOR
Mr. William Shaw
Maple Lane Elem. School
Phone: 798-1474 Ext. 75

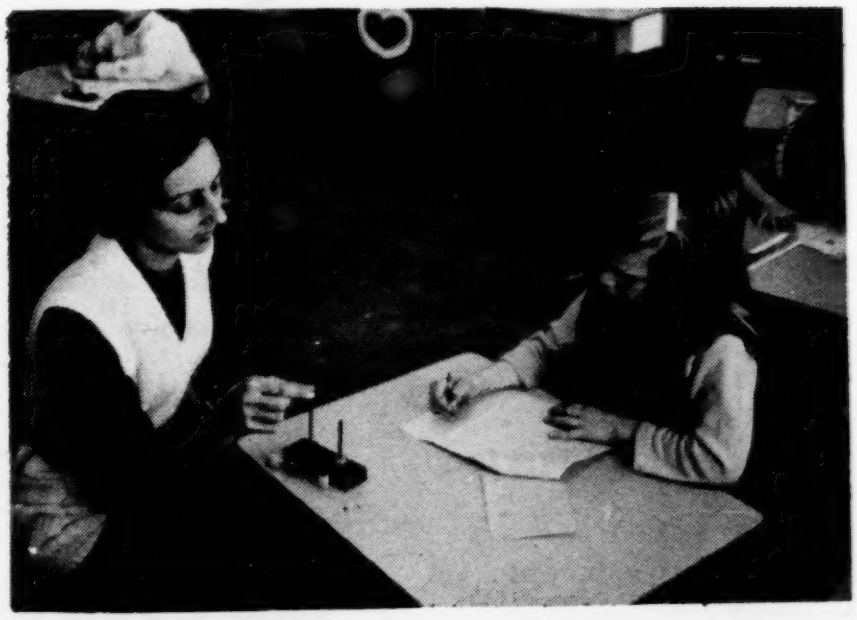
PROJECT AREA
Claymont School District

OBJECTIVES
To maintain a rigorous evaluation design with continuous objective measures.
To decrease disruptive behavior.
To increase academic achievements.
To increase parental participation.
To increase student participation in his own learning.
To increase teacher and teacher aide repertoire of coping techniques.

ACTIVITIES
Parent training sessions.
Teacher and Teacher Aide training.
U. of Del. Winterim-Tutors.
Cross-age teaching.

PROJECT PERSONNEL
Principal
Coordinator
Director
Two Resource Teachers
Four Teachers

ESEA TITLE III GRANTS
fy70 - $16,500



This project is a systematic attempt to accelerate specific academic and social competencies of school children and to enhance teacher and parent satisfaction with the child and the school. 230 students in grades 1-6 are served by the project.

A form of precision teaching commonly called behavior modification is applied immediately and consistently on recognition of desired behaviors. Reinforcements or rewards are distributed in the form of tokens, stars, points, verbal praise and social-emotional recognition.

Six classrooms are involved in contingency management and four teacher aides economize their time between manning a reinforcing events area, counting, charting and measuring behaviors and providing direct assistance to teachers.

Formal and on-the-job training is provided by project staff and consultants for teachers and teacher aides. Consultants work directly in classrooms to provide action-oriented sessions. Evening parent training groups provide the opportunity for parents to become more involved in their children's educational process.

Students from the U. of Del. Winterim Project work directly with teachers and children assisting the project with counting, charting, and tutoring.

The project is generally designed to improve motivation of regular school children as well as those involved in special education programs and to decrease disruptive behavior which interferes with academic accomplishment.

Newark School District

EXPERIMENTAL EDUCATIONAL ENVIRONMENT

SUPERINTENDENT
Dr. George V. Kirk
Newark School District
83 Main St.
Newark, Dela.

PROJECT COORDINATOR
Dr. Joseph R. Jenkins
Phone: 738-2717

PROJECT AREA
Newark School District

OBJECTIVES
To develop and disseminate contingency management procedures.

ACTIVITIES
Contingency managed demonstration classroom.

PROJECT PERSONNEL
Project Coordinator
Secretary
Teacher - Aide

ESEA TITLE III GRANTS
fy70 - $27,500
fy71 - 30,000

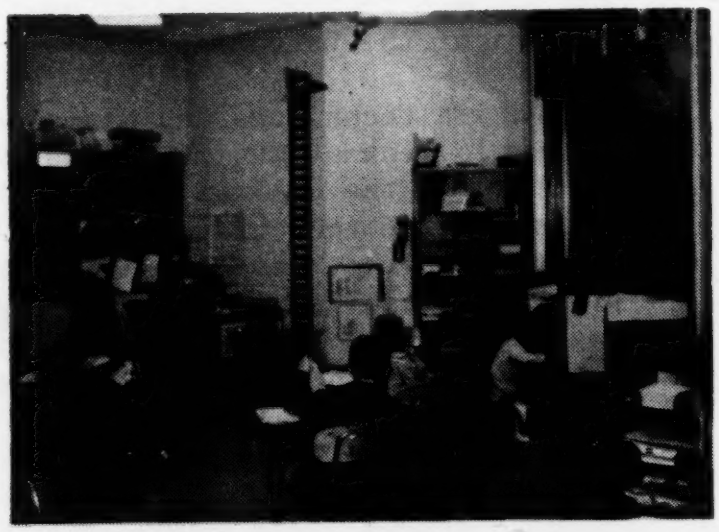
The Experimental Educational Environment program is located presently on the University of Delaware campus. The facility includes a self-contained classroom with the excellent observation facilities of one-way windows. The children, a primary Educable Mentally Retarded Group, range in age from 6 to 11 years. Potentially the total number of participants is all the children enrolled in any school district.

The project was developed to research and specify effective classroom procedures and materials, and disseminate information regarding these procedures to professionals in the field. Incentive systems are tested for purposes of improving academic and socially acceptable behavior.

Classroom teachers throughout the state attend three-week training sessions in the use of contingency management procedures. The teachers study the procedures through reading and observation. They first practice the procedures with individual children and finally with the classroom group; 20 are so engaged.

Other pre-service and inservice teachers who are unable to attend the prolonged training session receive short-term instruction during daily observation sessions.

Further, the project director presents instruction on contingency management, including slides of the classroom and data on children's performance, to interested school districts.



Newark School District

MODIFIED STAFFING FOR THE EDUCATION OF THE DEAF

SUPERINTENDENT
Dr. George V. Kirk
Newark School District
83 East Main Street
Newark, Dela. 19711

PROJECT DIRECTOR
Mr. J. Paul Rudy
Phone: 731-2301

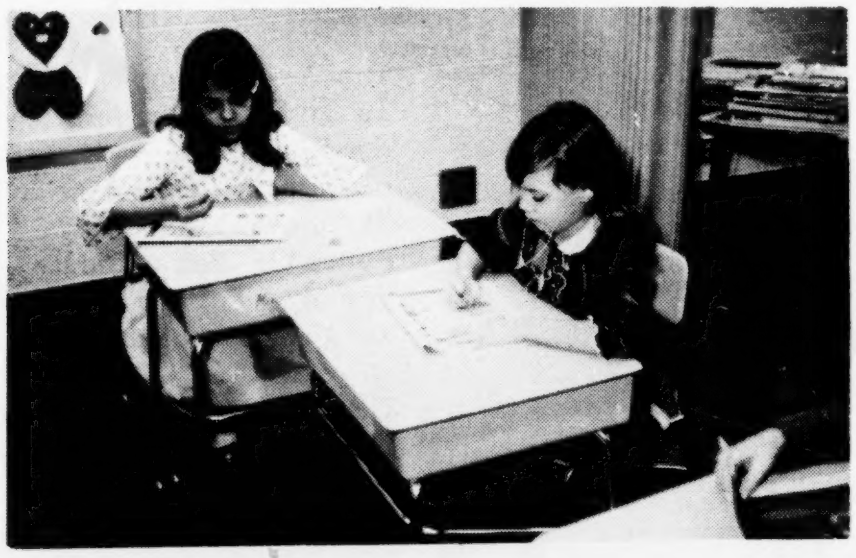
PROJECT AREA
State of Delaware

OBJECTIVE
To provide a program for integrating hearing-impaired children with hearing peers.

ACTIVITIES
Transitional experiences from a school built adjacent to an elementary and a junior high school for hearing children.

PROJECT PERSONNEL
Project Coordinator
Two (2) Learning Counsellors

ESEA TITLE III GRANTS
fy70 - $32,800
fy71 - 32,971



From the enrollment of 120 pupils in the Sterck School for the Hearing Impaired, a number of pupils were selected to participate in a transitional (integrated) educational program in neighboring schools for hearing children.

The project was designed to learn how many hearing impaired pupils could be integrated into classes for hearing children, under what types of environment and with what supportive help.

Objectively, the project attempted to meet the individual needs of hearing impaired pupils selected for the program by providing a setting which would stimulate and motivate them through broadened and diversified experiences. In addition, attempts were made to evaluate the performances of these children in the transitional setting, and to make hearing children aware of the contributions of the handicapped.

Innovative techniques and exemplary features included the employment of two full-time, fully trained teachers of the deaf as Learning Counsellors to plan and supervise the curriculum, assess and select pupils for the program, select schools for transitional program, establish liaison between school for hearing impaired and schools for hearing children, and act as consultants to schools receiving pupils from school for hearing impaired.

Marshallton-McKean School District

NORMALIZATION IN SPECIAL EDUCATION

SUPERINTENDENT
Mr. Michael J. Visnovsky
1703 School Lane
Wilmington, Dela. 19808

PROJECT DIRECTOR
Mr. Rudolf W. Sauer
Phone: 998-3338
Mrs. Kanthi Lyengar

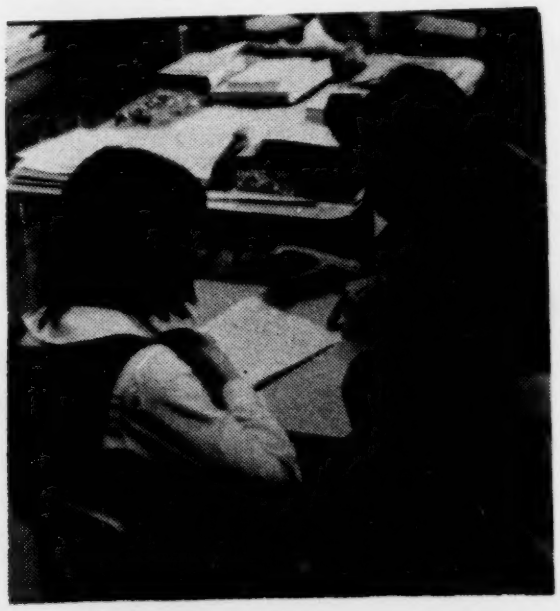
PROJECT AREA
Marshallton Elem. Sch.

OBJECTIVE
To close the gap between the special education child and the child in the regular classroom.

ACTIVITIES
Learning center referrals. Tutoring and contingency management.

PROJECT PERSONNEL
Project Director
Project Coordinator
Mrs. Kanthi Lyengar
6 paraprofessionals
1 home school coordinator

ESEA TITLE III GRANTS
fy70 - $36,515.00
fy71 - 33,413.00



The goal of the project is to close the gap between the special education child and the child in the regular classroom, and to make successful students of those whose repeated failures have been identified as requiring special instructional conditions. Approximately 100 children in grades 1-6 are served.

In this program, all special education children returned to regular classes. Two learning centers were established within the school where any child, regardless of classification, could be given individual help upon referral by classroom teachers. Within the learning centers, children are tutored on a one-to-one basis and in small groups. Contingency management techniques are used. Children work for tokens which can be spent for time in a reinforcement room, a play area, or for articles in the school store.

Daily graphs on the progress of each child are kept. In this way the tutor can tell immediately whether the approach is effective. If the graph shows no increase in the desired learning, the curriculum, tutor, or reinforcement may be changed. Six special education teachers and six aides work in the centers. Other specialists assist special education teachers, aides, and regular teachers with evaluation. The home-school coordinator follows-up with parents and outside agencies and conducts four discussion groups with students who exhibit behavior problems. The district psychologist and speech therapist have been helpful in assisting the work. Regular teachers complete pre- and post-questionnaires as to their findings. Changes in performance thus far have been most rewarding. The home-school coordinator did an evaluative study which reveals gain. Daily charts indicate individual progress. A week-long summer workshop was held with grade teacher chairmen and learning center staff. An advisory committee of parents is kept informed. The board of education has been briefed by video tape. The community has been informed by newspaper, radio, and a special ETV (Channel 12 WHYY) feature "To Catch a Moonbeam," available on 1" and 1/2" video tape.

REVIEW, TERMINATED PROJECTS

What happens when a Title III project terminates? Hopefully, the project had a great enough impact on the school community to foster further educational advances.

Delaware has had thirteen (13) Title III projects terminate. What advances have been made? An inventory was made by interview to ascertain this information. Limitations as to this single strategy are freely admitted. Documentation may be used for further reference.

Less apparent and more subtle advances are in the area of teacher inservice education. Where school district boards and superintendents have caught the entrepreneurial spirit of teachers and their project directors, they have opened themselves to change and all the risks associated with it. Teachers are taking their inservice problems to the professors who are on the forefront of change. Students catch the excitement.

Planning grants in the initial projects, funded directly by the United States Office of Education, enabled the school district decision makers to reach out for human and physical capital inputs in the form of the researcher, the specialist, their programs, tools, and equipment. Just the effort to identify these inputs was tremendous. Teachers opened themselves and their classrooms to learn new concepts, applied technology and problem-solving disciplines of inquiry.

Some problems were solved. New problems were identified. Development capital induces tension with the system, as does any effort to find better methods. This was especially true when suspension bridges to progress seemed more like footbridges for the venturesome few. Initial proposals for change had to be coaxed-out, especially in contrast to the bulk of competitive bidding for the latest ESEA, Title III Projects. Interest in the application for projects has increased in almost geometric proportion.

The demand for ESEA Title III Projects has been derived, without doubt. However, the supply of development capital is limited. Hence, the competition has become keen. On the current scene, another factor is operating as well. Human capital resources are more plentiful, so that scarce funds are commanding more enterprising and more recently trained teachers and project directors.

All that is new, is not necessarily a benefit to boys and girls. Measures to validate the project need to be found. Adaptions of validated programs can be effected much more efficiently. All this is projected by those close to banks of accumulated information.

If this inventory of educational advances stimulates further inquiry, additions, deletions, and/or corrections, it will have served its purpose. Comments are welcome. Search for communication linkage is continuous. The linkage is strong only if the school community, the state, and nation see their efforts in relationship to each other. In some projects, the linkage is even international.

For instance, the need for linkage may be well illustrated by the lead article in the newsletter, Educationally Speaking About Delaware, April, 1971. 1/ The substance of the article harkens the reader to the innovation of the initial teaching alphebet. I/t/a was imported to the U. S. from Britian in 1963. One might well ask "If i/t/a's value has been validated, why is its use not more extensive than in the two districts reported? This article and one or more of the following thirteen terminated projects get at some of the reasons. 2/

These and other projects throughout the states make their way into the national Educational Resource Information Center. Also the recently formed National Center for Educational Communication Activities (NCEC) will help to attain the following five objectives:

1) accelerate the spread of exemplary programs and validated practices, 2) develop national communication linkages for effective application of knowledge and improved practices, 3) assure access to current educational knowledge, 4) disseminate interpreted information on priority educational topics, and 5) develop and articulate U. S. Office of Education communication efforts.

Zeal for this effort led one state to feature the caption, "Old Projects Never Die." Realistically some project phases do "fade away." However, Delaware can say this, "All projects have had impact and continue to be supported by the school Community in part, if not in whole."

In the last analysis, parents and citizens are the decision makers as to future allocations of resources to foster educational advances.

1/ Haggerty, Dr. Ambrose, "Initial Teaching Alphabet Makes the Grade," Educationally Speaking About Delaware, Monthly Newsletter of the State Department of Public Instruction, April, 1971, Pages 1 and 2.
2/ "Eclectic Reading," Stanton School District, Delaware, ESEA Title III Project Description, 1971, Page 19.

Stanton School District

A NEW DESIGN FOR SECONDARY EXCELLENCE (terminated)

SUPERINTENDENT
Mr. Harlan E. Highfield, Sr.
Stanton School District
1800 Limestone Rd.
Stanton
Wilmington, Dela. 19804

PROJECT DIRECTOR
Mr. William P. Keim
Phone: 998-3384

PROJECT AREA
Stanton School District

OBJECTIVES
To develop a new design for secondary education to facilitate learning and instruction

ACTIVITIES & ADVANCES
Modular scheduling to facilitate individualization of learning and effective group and/or laboratory instruction
Learning resource centers
Humanities curriculum

PROJECT PERSONNEL
Project Director
Secretary
Aides (11)

ESEA TITLE III GRANTS
fy67 - $ 69,040
fy68 - 97,762
fy69 - 55,700

In 1965 the district invested local funds to enable staff inquiry through visits to the few school systems in the United States experimenting with a new design in secondary education employing modular schedules (e.g.Abington, Pennsylvania, and Evanston, Illinois). Inquiry continued through 1966, however, implementation of modular scheduling began immediately in the 1966-67 school year. Input of the learning-center concept resulted from this further inquiry. In the summers, staff inservice and design development were continuous.

Guides for the humanities program were developed to foster problem-solving, particularly in the social studies. Programmed learning in mathematics and units in other areas were developed, exploring interdisciplinary possibilities. Stress was placed on developing student inquiry and self direction in study. However, the readiness for this step had to be developed, not only with the student but with parents and the community. The school system was in a process of reorganization at the time. The need of dissemination to orient parents and community is still apparent according to survey.

Moderate success has been measured to date by Metropolitan Achievement Tests. Surveys of student opinion are favorable. University of Delaware observers sampled the time invested by students in learning centers, library, and the lounge. Their findings support favorable opinions students hold of modular scheduling and facilities for self direction. A SDPI visitation team commended this strength.

Locally, St. Mark's adapted a phase of this program in modular scheduling. Other schools developed it almost concurrently (e.g.Alexis I duPont and McKean). Learning centers are beginning to share software (e.g. dial retrieval of an audio cassette produced by Alexis I duPont).

Another indicator of the interest in this new design is the fact that visitors come from great distance to inquire and observe.

New Castle County (Wilmington custody)

DIAMOND NORTH INSTRUCTIONAL RESOURCE CENTER (terminated)

SUPERINTENDENTS
New Castle County
Districts cooperated

PROJECT DIRECTOR
Mrs. Mina P. Thompson
Central Admin. Office
14th & Washington St.
Wilmington, Dela. 19801
Phone: 654-3181

PROJECT AREA
Public and Private
Schools of New Castle
County (Wilmington based)

OBJECTIVES
To explore the feasibility of an instructional resource center at county level
To plan a center

ACTIVITIES AND ADVANCES
Feasibility study
Instructional Learning Center
Other spin-offs.

PROJECT PERSONNEL
Project Director
Secretary and
volunteer staff and
qualified laymen

ESEA TITLE III GRANTS
fy67 - $47,564

A feasibility study was conducted to assess the need for an instructional resource center for the schools in New Castle County. At this time there was no one organization or source which was common to all of the nineteen (19) school districts and the non-public schools. The hope was that a county-wide center would not only permit cooperative ventures, but would lend economics of scale to: a central loan collection of films, kits and other materials; coordination of community resource use, including educational programs of business, industry, cultural and governmental agencies; creation of original audio-visual materials; a curriculum laboratory; and a training center for teachers.

Although this project was terminated after one year of study, enough interest had been generated at leadership level to result in the following advances.

The construction of a Learning Resource Center (LRC) for Wilmington Public Schools resulted. It is now in its second year of operation. Target non-public schools in Wilmington do participate. A film library valued at one quarter-million dollars is housed there. The center also provides maintenance as well as loan service of films and audio-visual equipment and a community resource file is related to all school libraries. The center and service are funded by the district.

Teacher and aide inservice education is provided by leadership of the Center, as well as evaluative service for administrative accountability in terms of new multi-media (AV) resources of benefit to boys and girls. The Learning Resource Center in Wilmington hopes to incorporate an ETV facility, Fiscal 1971. Wilmington credits inspiration for their progress to the cooperation of others in New Castle County (e.g. Alfred I. duPont and Alexis I. duPont School Districts.)

Actually since the termination of the project study in 1967, there has been an explosion of interest in media centers in neighboring districts of New Castle County, and indeed, throughout the State of Delaware. However, this is not to claim these advances came from Diamond North alone.

Sussex County (Vocational Technical School)

DRIVER EDUCATION SIMULATION LABORATORY (terminated)

SUPERINTENDENT
Mr. James C. Phillips
Sussex County Vo-Tech Dist.
P. O. Box 351
Georgetown, Dela. 19947

PROJECT DIRECTOR
Mr. Robert Massaferi
Phone: 731-2281
Mr. Frank P. Jelich
Phone: 678-4670

PROJECT AREA
Sussex County

OBJECTIVES
To initiate the driving simulator system.
To train driver education teachers and to improve the quality and variety of instruction

ACTIVITIES & ADVANCES
Use of simulator to increase perceptive skills and to simulate emergency situations

PROJECT PERSONNEL
Director

ESEA TITLE III GRANTS
fy68 - $24,978

This project initiated the use of computer programmed simulators to place students in a learning situation approximating reality. The simulator duplicated the 1964 Plymouth driver's seat and dash, controls for steering, braking, signals, acceleration, and lights. Errors of manipulation were shown by red light flash. Conditions of driving were simulated by viewing half-hour films with titles such as: "Good Turns," "City Driving," "Expressways are Different," "Hazardous Situations," and "After Dark."

Teacher education in the use of the simulators and programmed films plus other related materials has lead to 5 districts' investing or budgeting to invest in simulators throughout the state. Presently, the original simulator is being used to good advantage by the Indian River School District in Sussex County. Use in the Vocational Technical School was limited because of half-day schedules and the lack of direct relationship to direct driver education experience in the car.

Other advances since the termination of this project include increased community awareness and appreciation for the value of this experience. For instance, in Indian River, the largest district in Sussex County, a recent full-page illustrated article in The Delmarva News (2/25/71) reported the value of simulating, especially for "hazardous situations" and "after dark" problems. Parents and people in the community appreciated (after demonstration) that this reality can be approximated to the advantage of all drivers, the trainee and others.

The State Supervisor of Driver Education and Safety continues to develop the potential for productive returns of the simulator-system investment.

Stanton District

ECLECTIC READING (terminated)

SUPERINTENDENT
Mr. Harlan E. Highfield, Sr.
1800 Limestone Rd.
Stanton
Wilm., Dela. 19804

PROJECT DIRECTOR
Mr. Edward M. Hagarty
Phone: 737-9220

OBJECTIVES
To develop optimum reading achievement by children
To initiate change of method of instruction with minimal resources

ACTIVITIES AND ADVANCES
Teacher workshops with resources from ITA, McGraw Hill
Evaluation with help from University of Delaware

PROJECT PERSONNEL
Project Director
Secretary
Aides (2)

ESEA TITLE III GRANT
fy67 - $24,339
fy68 - 11,641
fy69 - 7,074

During a time when there were strongly held opinions that there is one best way to teach reading, the administration welcomed the opportunity for this project to explore a number of ways and with some eclecticism to get the best from a number of techniques to help children with their reading achievement.

In the four elementary schools of the district teachers and aides were given help and resources from publishers to try the following techniques: 1) words in color, 2) language experience, 3) programmed reading, and 4) initial teaching alphabet (i/t/a.)

Three years were invested in exploration with evaluation through use of control groups, testing, and consultants from the University of Delaware. Two techniques seemed to have more benefits for the district program in view of available resoures: (i/t/a) and programmed reading. Teachers and two aides (per building) are continuing these techniques now, six years later.

A supervisor of reading has been appointed to work with language arts teachers and teacher aides to find a unified approach, not with a single technique, but to discover the best for the child in terms of his learning experiences. In this sense, the appreciation of eclectic reading experiences is supported by the administration, staff, and parents.

Plans are projected by the administration and supervisor to develop a demonstration area and learning center for the staff and visitors. Offer has been made to the Delaware State Department of Public Instruction to start a reading center for possible future dissemination of validated individual instructional and learning activities.

Capital (Formerly Dover School District)

EDUCATIONAL DEVELOPMENT THROUGH TECHNOLOGY
(terminated)

SUPERINTENDENT
Dr. Robert T. Rasmussen
(formerly, Dr. Dustin Wilson)
Capital District
(formerly Dover District)
945 Forrest Street
Dover, Delaware 19901

PROJECT DIRECTOR
Mr. Robert S. Hall
Phone: 674-3330
(formerly Dr. Alexander Gottesman and Dr. Paul McClendon)

PROJECT AREA
State-wide
(Dover-fiscal custody)

OBJECTIVES
To explore the possibilities of modern technology in the educational process

ACTIVITIES & ADVANCES
Computer assisted and reinforced instruction in mathematics media laboratory

PROJECT PERSONNEL
Project Director
Part-time Assistants
Secretary

ESEA TITLE III GRANTS
fy67 - $158,900
fy68 - 224,674
fy69 - 242,250
fy70 - 56,203

An original planning grant enabled an inventory of potential resource inputs, both human and physical. Because educational development through technology was relatively in the infant stage, management had little precedence for implementation. Of necessity, the project pursued an exploratory goal. While an incredible amount of insight was gained, tangible advances appear as indicators; and the limitations of subjective evaluation herein are recognized. Possibly a sustained financial support for this project could have produced more hard data for measurable results. Controls over variables and constants were lost as funds were reduced in the third year.

Activities were many and varied. Computer terminals tied in student work in mathematics with Dover, Newark, and New Castle tapping the services of The University of Delaware and from private sector sources (IBM, AT & T - Diamond State Bell, and Western Electric). Levels of application were elementary (5th grade), junior (9th grade) and senior high school. Approximately 85% of the budget went into exploration of these services (rental) and inservice education of teachers. Teachers were paid to write programs as well as take courses.

A media laboratory was initiated midway in the second year. Video equipment and other major hardware for print-based duplication and audio visual production represented investment that complemented the computer medium in a marginal, but significant way for the custodial school system in Dover.

Zeal of dedicated teachers and leadership accounts for program retention of some part of each of these investments. Terminal computer usage continues in part (with exception of touch-tone reinforcement at fifth grade level). Capital District (Dover) is productive with its "media lab."

Media of technology continues to be an inservice ("lab") offering to teachers, librarians, and others throughout the state, disseminating the spirit and substance of this project.

Wilmington District

INTRODUCTION TO WORK CAREERS (terminated)

SUPERINTENDENT
Dr. Gene A. Geisert
Wilmington School District
14th & Washington St.
Wilmington, Dela. 19801

PROJECT DIRECTOR
Dr. Earl C. Jackson
Phone: 654-3181
Mrs. Blanche M. Fleming
Associate Director

PROJECT AREA
Bancroft Junior High Sch.
in cooperation with
business & industry

OBJECTIVES
To raise the children's esteem of themselves
To develop self-worth and expanded self-direction related to careers

ACTIVITIES & ADVANCES
Field trips to places and organizations in both the private and public sector of the economy.
Construction of teacher guides and student learning units.

PROJECT PERSONNEL
Director
Associate Director
Secretary
Paraprofessionals
(2 for 1 yr.)

ESEA TITLE III GRANTS
fy68 - $65,878
fy69 - 94,608
fy70 - 88,664

Following student assessment of their needs, the staff accepted the predominant expression, a need to relate the curriculum in Bancroft Junior High School to career exploration. Staff identification of objectives included helping these youngsters develop self esteem, self worth, and an expanded self direction as related to career exploration.

In the implementation of this project, leadership and staff worked together to relate career exploration through field trips to the curriculum offerings of the general education program. Teachers constructed instructional activities related to field trips in the fields of language arts, mathematics, science, and social studies. Letters of inquiry and appreciation were written to explore careers related to tourism in the immediate neighborhood (Old Swedes Church) and in the broader community (Pennsylvania Dutch Country). Mathematics of metric measurement were learned in the exploration of municipal hospital services. Public and private sector services were explored in Wilmington and the interest developed in the social and applied science field of services. Funds enabled train and bus trips to Philadelphia (OIC), New York (UN and RCA), and Boston (Settlement House work).

Six-week summer institutes for teachers facilitated construction of guides for teachers and adaption of programmed-learning units for "laboratory work" in the classroom, particularly in mathematics. Commercially prepared materials were studied and adapted in part. Teachers worked with students to involve them and their parents. Art as a career was also explored, especially during the field trips sponsored by the institute, and this served to further develop parental interest.

Parents and the staff began to involve the larger community. Business, industry, and municipal service representatives were approached through friends and friends of friends. Actually, this multiplier effect of contacts led to the expanded field trips explained above. The impact of this contact was apparent in a recent "Careers Day" held on a March, 1971, Saturday bringing twenty-five (25) men to three hundred (300) interested young people in their Bancroft Middle School. The men are known as the Black duPonters.

Stanton District

KEYBOARD EXPERIENCES (terminated)

SUPERINTENDENT
Mr. Harlan E. Highfield, Sr.
Stanton School District
1800 Limestone Rd.
Stanton
Wilmington, Dela. 19804

PROJECT DIRECTOR
Mr. Robert H. Cathcart
Phone: 998-3384

PROJECT AREA
Stanton District
& Private Schools

OBJECTIVES
To provide every child manipulative skills with performing instruments

ACTIVITIES & ADVANCES
Keyboard activities are provided along with opportunities to see and hear professional performers

PROJECT PERSONNEL
Project Director
Secretary (part-time)
Assistant for research (part time)

ESEA TITLE III GRANTS
fy67 - $19,225
fy68 - 12,533
fy69 - 5,881

Aided by an advisory committee from the community, by part-time research assistance and secretarial service to facilitate inputs from the community, by applied research and communication media, the administration involved the elementary staff, principals and teachers, in developing this music program.

The objective was to provide every elementary child manipulative skills in music based on keyboard activities: 1st grade: rhythm; 2nd grade: tonette; 3rd grade: organ and/or piano; 4th grade: ukelele and/or guitar; 5th grade: bowed strings; and 6th grade: eurhythmics.

To set the tone for direct student participation, professional performers served as "models." They served to motivate students, parents, and staff alike.

Over the past four years, diversity of performances has been emphasized. Newspaper, radio and other media developed interest. Articles in national professional journals were descriptive. Teachers gained confidence in new knowledge and skills. Guides were written for keyboard and string instruction to help students emulate their new-found "models."

Audiences of students, mothers, fathers, and friends in the community have grown increasingly appreciative of the diversity of performance. Surveys revealed parents believe that experiences, both listening and manipulative, are worthwhile. Student responses to surveys indicated they enjoy their growth of knowledge.

Advances attributed to this project have led to the district adoption of a continuing program. The project director is the music supervisor for the district. He continues to work with the community advisory committee, parents, principals, staff and children. The administration has facilitated investment in more instruments and materials.

Marshallton-McKean District

MOBILIZING AND COORDINATING SCHOOL AND COMMUNITY RESOURCES (terminated)

SUPERINTENDENT
Mr. Michael J. Visnovsky
Marshallton-McKean District
1703 School Lane
Wilm., Dela. 19808

PROJECT DIRECTOR
Mr. Randall C. Aungst
Phone: 994-2543

PROJECT AREA
Marshallton School District

OBJECTIVES
To develop innovative programs and centers

ACTIVITIES AND ADVANCES
To locate and use resources through aides
To disseminate information via printed file & guides

PROJECT PERSONNEL
Director
Eleven (11) aides
Secretary

ESEA TITLE III GRANT
fy68 - $67,811
fy69 - 75,500
fy70 - 46,675

An exemplary elementary school program was designed and enhanced by the utilization of human resources in the community-at-large. Included in this area of human resources are non-professional, paraprofessional, and volunteer personnel. The use of such personnel in conjunction with the regular school staff provided students with a curriculum pattern not practiced in traditional elementary schools. Aides helped free the staff to identify resources.

The extension of the school beyond the physical walls into the larger surrounding community with its vast wealth of human and cultural resources represented an implementation of innovative ideas in the school curriculum. Cooperation of historical societies, Winterthur, New Castle, and Odessa is illustrative.

A community resource file was produced, printed and disseminated along with a set of five (5) guides, "Our American Heritage, A Guide to Historical Resources in Delaware." Dissemination was at county level (New Castle) initially, with target state distribution to libraries and instructional materials centers.

Four thousand visitors observed implementation of resources, particulary at primary level. Inquiries from outside the state have been limited primarily to the use of aides.

Local demand for the guides has outstripped the supply. Reprint is to be made of one of the set at the request of the New Castle Historical Society for distribution at the Amstel House and the Dutch House in New Castle.

The school district recognizes the community resource file as a print-based reference for further investment in the VTR and video-tapes to document resources.

Newark School District

OUTDOOR LABORATORY (terminated)

SUPERINTENDENT
Dr. George V. Kirk
Newark School District
83 East Main Street
Newark, Delaware

PROJECT DIRECTOR
Mrs. Catharine Bonney
Phone: 731-2000

PROJECT AREA
Newark School District

OBJECTIVES
To enrich science curriculum
To upgrade teaching skills

ACTIVITIES AND ADVANCES
Outdoor Laboratory

PROJECT PERSONNEL
Project Director
Secretary

ESEA TITLE III GRANTS
fy67 - $25,957
fy68 - 24,232
fy69 - 24,200

The Outdoor Laboratory project established a learning center in a 40-acre park and provided the impetus for the development of a science museum nearby. It provides a natural setting for enriching the science curriculum in Grades K-12.

The laboratory is used for the study of nature, conservation and ecology. The terrain includes forest land, native rocks, and a stream.

The project site has been developed, instructional guides have been written, and workshops have been conducted for the teachers of the school district. Guided field trips are provided. Preview and follow-up materials are furnished for classroom use.

Advances made since this project terminated are in terms of further district development of sites facilitating environmental study in additional schools. An advisory committee helps the district serve the interests of children, individuals, community and state agencies, business, industry, and the University of Delaware.

Inquiries are being received state and nationwide. The National Science Teacher Association fostered this reaction when it recognized this program in an appendix to its publication, Programs in Environmental Education, 1970. The project holds basic ecological concepts and learning activities worth exploring. Refer to slide-tape presentation and accompanying printed script, a brochure and curriculum guides K-5, available in the Library of the State Department of Public Instruction.

State-wide (Capital custody)

PERFORMING ARTS (terminated)

SUPERINTENDENT
Dr. Robert Rasmussen
Capital School District
945 Forrest Street
Dover, Delaware 19901

PROJECT DIRECTOR
Mr. Merle Knotts
Artistic Field Director:
Mr. Christopher W. Craig
Cultural Program Coordinator:
University of Delaware
Phone: 738-2000

PROJECT AREA
State-wide
Capital Custody
(formerly Dover District)

OBJECTIVES
To create an appreciation for and of the performing arts

ACTIVITIES AND ADVANCES
Concerts and music
Live theater with actors and actresses in residence
Survey of plant space availability in state

PROJECT PERSONNEL
Project Director
Artistic Field Director
Secretary and bookkeeper
Consultant (2 years)

ESEA TITLE III GRANTS
fy67 - $ 80,321
fy68 - 127,910
fy69 - 106,061
fy70 - 69,644

The Delaware Performing Arts project served a total of 48 public school districts (now 26 districts due to reorganization), parochial schools, and 18 private schools in the state, with an enrollment of over 130,500 students.

This project made available live performances of music, dance, and drama to students in order to create an appreciation for, and an understanding of, the performing arts. Following a state-wide survey of existing plant, cultural, and artistic resources within the state, professional programs on tour were used. In-school and evening-hour performances were developed and related to school curriculum.

Workshops and training seminars helped to interest teachers in using creative dramatics, and in constructing guides, materials, and reading lists for pre and post performance use in the curriculum. State-wide surveys had established the need for student exposure, understanding, and facilities for the performing artist and his particular art form. Attendance was recorded for evaluation of progress.

Advances have been made throughout the state in diversity and numbers of performing arts programs. Opinion surveys revealed the values this program held for increased audience awareness and receptivity.

Woodbridge District

PILOT NATURE CENTER PROGRAM (terminated)

SUPERINTENDENT
Dr. Foster J. Flint
Woodbridge District
Laws Street
Bridgeville, Dela. 19950

PROJECT DIRECTOR
Mr. Russell Knaub
Phone: 337-8296
(presently) 398-3244

PROJECT AREA
Woodbridge District

OBJECTIVES
To coordinate agriculture & science curricula to determine the values of teaching the natural sciences through a pilot center.

ACTIVITIES & ADVANCES
Experimenting with the problems of animals in this natural environment

PROJECT PERSONNEL
Project Director

ESEA TITLE III GRANT
fy67 - $ 16,148
fy68 - 51,619
fy69 - 45,727
fy70 - 17,477

This project served as a focus for all natural science activities for approximately 200 students in grades 1-12. Greater depth of experience in connection with the pilot nature center was sought with thirty students at senior high level.

The center was housed in a separate semi-permanent building with a natural environment area nearby. Experiments which emanated from the problems of animals in this natural environment served as the basis for the science curriculum.

The project director selected students "who did not feel wanted" by the school for the class of thirty. He also selected a small core of successful students as part of this group of thirty.

Subjective evaluation by the project director and comments related by him, support the fact that these young people who did not feel wanted, heretofore, felt they made a place for themselves in school with this nature center. At least twenty-five (25) chosen for this project exhibited this change of behavior in school.

The district benefited from a library of books and materials holding references to "life sciences." A change of curriculum emphasis initiated since the termination of this project is exploring "earth science."

Alfred I duPont

PROJECT CHILD (terminated)

SUPERINTENDENTS
Dr. Carroll W. Biggs
Alfred I duPont District
4 Mt. Lebanon Rd.
Wilm., Dela. 19803

PROJECT DIRECTOR
Dr. Edward J. Dillon
(former)
Refer to:
Dr. Donald L. Farrar
(present)

PROJECT AREA
Alfred I. duPont District

OBJECTIVES
To make early identification of learning disabilities to prevent learning difficulties

ACTIVITIES AND ADVANCES
Use of group ability tests, specialist screening evaluations, and systematic teacher observations

PROJECT PERSONNEL
Director
Assistant Director
Secretary
Two (2) Reading Teachers

ESEA TITLE III GRANTS
fy67 - $ 51,126
fy68 - 83,488
fy69 - 63,000
fy70 - 60,519

Early identification of learning disabilities is established by assessing individual developmental characteristics of all first grade children entering school.

This assessment is accomplished through the use of group ability tests, specialist screening evaluations, and systematic teacher observations.

Emphasis is on a diagnostic approach, maintained in classes which have been established for immature learners, and those which have been established for children with more serious learning and/or behavior problems.

While it was originally hoped that this type of curriculum might be extended throughout the elementary school, the present director foresees the need to close the gap between these children and their classmates in grades three and four.

Value is seen in bringing special resources to children with learning disabilities in separate classes, particularly in self-contained grades 1 & 2.

Advances attributed to this project are:

1) thirty two (32) teachers trained to work with classes at each level, grades 1-4, in each school
2) a 100% increase in reading teachers (4 to 8)
3) a decrease in grade retention (15% to 4%)
4) two (2) other Delaware districts (De La Warr and Milford School District) have had their teachers trained with this project's aid and have initiated some aspects of this program.

Newark District

SEQUENCES OF SUCCESS (terminated)

SUPERINTENDENT
Dr. George V. Kirk
Newark District
83 East Main St.
Newark, Dela. 19711

PROJECT DIRECTOR
Mr. H. Nelson Friedly
Phone: 731-2209

PROJECT AREA
Newark District &
Private Schools

OBJECTIVES
To establish experimental groups to improve language proficiency and learning motivation at the middle school level for under-achievers

ACTIVITIES & ADVANCES
Student self-evaluation causing 1) identification of problems, 2) focus, and 3) appropriate action on problems

PROJECT PERSONNEL
Project Director
Project Coordinator
Teacher Aides (3)

ESEA TITLE III GRANT
fy67 - $ 9,054
fy68 - 43,175
fy69 - 44,145

In the summer of 1967 a workshop for teachers was held in the Newark School District. At the same time the Wilmer E. Shue Middle School planned to open the next fall. Two previous summer workshops had developed the sequences of success for pupils in grade six who had low motivation and language difficulties with programs to meet their needs. Sixty such students were chosen with a control group of thirty. Team teachers, aides (three), and methods of problem identification and problem solving were employed with the experimental group.

Refinement and expansion of curriculum guides became the challenge of this latter workshop. Results were sufficiently encouraging to extend the experiment to the entire middle school population. Hence, the advance is perpetuated by the ESEA Title III current project in the Shue Middle School, entitled OASIS. The workshop in 1967 developed the master schedule of the Open Access Curriculum. Another advance that evolved is the Teachers' Audio Visual Center.

A number of indicators reveal progress. Attendance in Shue School is higher than other middle schools. The acceptance of this curriculum by parents is high and the attitude of student graduates is similarly positive (surveys indicate 90% support.)

Three (3) school districts in Delaware are accepting some phase of our middle school program, as it has evolved in the OASIS project (see current project for Newark.)

TO: Office of ESEA Title III
State Department of Public Instruction
Dover, Delaware 19901

SUBJECT: On-Site Visitation Request Form

Please arrange an on-site visitation for me _____

for the ESEA Title III project (s) as checked (✓) by booklet page number below:

_____1	_____8	_____15	_____22
_____2	_____9	_____16	_____23
_____3	_____10	_____17	_____24
_____4	_____11	_____18	_____25
_____5	_____12	_____19	_____26
_____6	_____13	_____20	_____27
_____7	_____14	_____21	_____28

I look forward to hearing from you at your earliest opportunity.

_____
(name)

_____

_____
(address)

State Department of Public Instruction

Dover, Delaware 19901 Spring, 1971